

## EFL Learners' Perceptions About the Challenges Implied in Learning Native Pronunciation in Guanajuato

Vania Fernanda Prado Aviña

*University of Guanajuato, Guanajuato, MEXICO  
Division of Social Sciences and Humanities*

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### *Abstract*

Achieving native-like pronunciation is often viewed as an essential goal for students learning English as a Foreign Language (EFL), particularly when instructors are from native English-speaking backgrounds and establish teaching standards based on native fluency. However, the emphasis on attaining native pronunciation norms can present challenges for learners whose first language phonology context differs from English. This study explored the perspectives of beginner, intermediate, and upper intermediate-level EFL students at the University of Guanajuato regarding the challenges of learning native pronunciation in a non-native context taught by native English speakers. The findings highlight the complex dynamic between the students' desire for native-like proficiency dominance because of the recognition and praise provided by their teachers and general society and the difficulties EFL learners face in achieving this standard outside an immersive environment.

**Keywords:** native-like pronunciation, English as a Foreign Language (EFL), non-native context, teaching standards, proficiency dominance.

### 1. Introduction

In the process of learning English as a Foreign Language (EFL), many students perceive achieving native-like pronunciation as an essential skill to develop proficiency in the target language. Within a non-native context, a considerable number of teachers may originate from native English-speaking backgrounds. Consequently, these native English-speaking professors often establish teaching standards based on native-like fluency, which may foster an expectation among non-native students to strive for native-level proficiency. Therefore, pronunciation becomes a crucial aspect of speaking skills, requiring careful attention to word stress, phonetic nuances, intonation, and rhythm. However, non-native speakers often use phoneme sequences grounded in their first language forms that deviate from expected norms. Moreover, an excessive emphasis on attaining native-like pronunciation standards might lead to decreased motivation among learners to pursue proficiency in the target language. Nevertheless, a teaching perspective that strives for pronunciation improvement can significantly facilitate effective language communication and comprehension in conversational interactions among students to domain the target language. Hence, understanding the perspectives of EFL students about native pronunciation is important to enhance the learning environment and develop more responsive and engaging language skill practices.

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**Correspondence:** Vania Fernanda Prado Aviña, University of Guanajuato, Division of Social Sciences and Humanities, Guanajuato, MEXICO.

In this sense, the current study seeks to explore the perceptions of beginner and intermediate-level students regarding the issues of learning native-like pronunciation in a non-native context such as Guanajuato, particularly when taught by teachers from native English-speaking backgrounds. Henceforth, in this sense, the purpose of the present research is to understand and analyze the perceived advantages, challenges, and relevance attributed by students to this approach, aiming to gain insights into the dynamics and effectiveness of teaching native pronunciation in foreign linguistic settings.

## 2. Literature review

### 2.1 *Non-native language learning context*

Non-native language learning contexts are concerned with the limited conditions in which the students are expected to develop target language proficiency without many opportunities to test and practice such specific skills. Hence, the classroom interaction between teachers and classmates corresponds to the main resource of both the input and output of the learners (Selinker & Gass, 2008).

In this regard, Doughty and Long (2008) claim that because in such a social scenario, English or other foreign languages are not the main instruments for communication, there is a lack of naturalistic exposure to incentives students to keep learning and practicing the target language, it highly possible that learners face plenty of challenges to construct an effective second language competence.

Furthermore, with respect to native pronunciation development in such an ambiance, according to Moyer (2013), “foreign accents are linguistic phenomena arising from the phonetic systems of two language varieties being different. Thus, phonetic properties of the speaker's first language are irretrievably carried over to the second language” (p. 11).

### 2.2 *Native pronunciation*

Pronunciation in the second language (L2) learning and teaching context is mainly conceptualized as the ability to produce speech correctly with regard to articulation, stress, and intonation of sounds. In this sense, among the principal objectives of learning a second language is accurate and fluent communication as a native speaker (Zhang, 2009).

According to Munro and Derwing (2011), native pronunciation is concerned with assembling speech structures, mental and neural processes, and cultural influences that reflect the domain in phonetic and performative first language skills. From this context, native pronunciation is a result of the immersion to which an individual develops the ability to produce language as the people around them make use of it.

However, as stated by Moyer (2013), “the ability to approximate native-like pronunciation is a demanding aspect of second language acquisition and represents one of the most persisting challenges for many learners. Yet, for many, acquiring nativlike pronunciation remains an important goal and benchmark of successful learning” (p. 1.). Hence, the nativeness principle is more important than the intelligibility principle, as it implies that learners perceive

such a skill as a possible and desirable aim that, when achieved, will be praised and perceived as effective L2 performance by society (Levis, 2005; Levis, 2020, as cited in O'Brien, 2021).

### 2.3 Native vs non-native pronunciation

Despite the number of teachers and students who align with the belief that native pronunciation is the ultimate skill to claim L2 dominance, many others consider that *it does correspond to the main feature of it*, although pronunciation is a relevant aspect of language L2 learning, it does correspond to the main feature of it. Derwing and Munro (2009) contend that “increasingly, applied linguists have questioned the importance of achieving a native accent, arguing instead for an instructional focus on intelligibility and communicative effectiveness” (p. 5). In this regard, communicative comprehension in L2 performance is the outcome of constant practice of accurate grammar, vocabulary usage, interaction, and meaningful message construction factors rather than solely native-pronunciation enhancement.

Jenkins (2005) argues that language learning and usage are deeply intertwined with social influences. Therefore, she suggests that the process of teaching and learning a second language should be viewed through a sociolinguistic conception. This perspective encourages students to focus on their construction of variety in the target language rather than striving for native-like pronunciation or forms.

However, possessing a pronunciation similar to that of a native speaker enhances the opportunities available to bilingual individuals. This indicates a broader societal acceptance of speech with a natural-sounding accent. According to Pennington and Rogerson-Revell (2019), learners strive for native-like pronunciation because within professional or academic settings, their competence in the target language may be questioned or perceived as inadequate.

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## 3. The study

The purpose of the present research is to explore the perceptions of students in Guanajuato regarding learning pronunciation within a non-native-speaking context. I aim to investigate the extent to which the skill of pronunciation may be associated with native-like standards or norms. Particularly, I will focus on the insights of students from the beginner to

intermediate stages of learning English. Moreover, I seek to understand the potential impact of adopting these norms on students' confidence in developing and practicing their pronunciation skills and overall, second language performance.

In this sense, this project strives to address the following research question:

What are the perspectives of the UG (University of Guanajuato) language department students regarding issues about English pronunciation in non-native contexts?

The paradigm selection for this research is qualitative, as pronunciation learning involves subjective interpretations, perceptions, and individual experiences. According to Lazaraton and Pennington (2002, as cited in Trappes-Lomax, 2004), "Qualitative research methods are designed to deal with the complexities of meaning in social context, they are naturalistic (not controlled), observational (not experimental), and more focused on problems of validity than on those of reliability and generalizability. Data will be 'real, rich, deep' rather than 'hard and replicable' " (p. 141). Also, studying EFL learners' perspectives on pronunciation in Guanajuato involves considering cultural, social, and linguistic contexts that significantly impact learners' attitudes toward native pronunciation. Stake (2010) states that the primary aim of the qualitative paradigm is to grasp understanding the social world since the focus lies in comprehending the inherent nature and dynamics of the observed setting.

This research project aims to analyze the diverse and personal interpretations that students from beginning to intermediate English levels hold regarding learning native pronunciation in non-native contexts. Thus, the employed method was case study. In this regard, Yin (2003) entails that one of its benefits is the allowance to "investigate a contemporary phenomenon within its real-life context, especially when the boundaries and contexts are not clearly evident" (p. 13). Duff (2008) states that the case study method "focuses on the behaviors or attributes of individual learners or other individuals/entities" (p. 34).

### *3.1 Context and participants*

The research context was Guanajuato city, specifically involving students enrolled in the Languages Department at the University of Guanajuato. The study concentrated on four female students, each pursuing majors in Political Sciences, Accounting, or Economics. Their age range is 19 to 22 years old.

These participants were selected to represent a diverse array of English proficiency levels, encompassing upper beginners, intermediate, and upper-intermediate students positioned within the 200-400 English course levels. The variety of proficiency levels was essential to capture diverse perspectives on native pronunciation learning within the EFL context. The four individuals involved in this study were provided with comprehensive information about the research. Their participation was voluntary, and they willingly consented by signing a form that stated their rights, including the option to participate, safeguard their information, and protect their identities.

### *3.2 Data collection techniques*

The semi-structured interview allows the researcher the opportunity to elaborate an array of open-ended questions related to the study topic. In addition, such questions permit the researcher to obtain the participant's insights from their experiences through the self-construction and flexibility of the information shared (Given, 2008). As this research used a case study method, one requirement involved the researcher compiling students' responses concerning whether the

acquisition of native pronunciation has positively or negatively influenced their language learning process. Therefore, the selected instrument for this research is the semi-structured interview.

To conduct the process of data collection, the participants underwent individual interviews without prior knowledge of the presented questions, maintaining authenticity (See Appendix A). The interview questions were open-ended, and their responses were recorded. The data was directly organized into a single Micro level Table 1 (See Appendix B). This tabulated data showcased the progression from raw data to interpreted findings, highlighting critical stages in qualitative analysis.

The semi-structured interview provides the researcher with the opportunity to have an array of open-ended questions to be able to provide more insights into the rationale of the participant's experiences through the self-construction and flexibility of the information shared. (Ayres, 2012, as cited in Given, 2008). As this research used a case study method, one requirement involved the researcher compiling students' responses concerning whether the acquisition of native pronunciation has positively or negatively influenced their language learning process. Therefore, the selected instrument for this research is the semi-structured interview.

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### *3.3 Data analysis*

The method selected to analyze qualitative data for this research was thematic analysis. Guest et al. (2012) define thematic analysis as the process of interpreting obtained information through identified patterns and the researcher's involvement. "Reliability is of greater concern with thematic analysis because more interpretation goes into defining the data items (i.e., codes) as well as applying the codes to chunks of text" (p. 9).

The initial phase of the current study involved collecting raw data extracted from interviews conducted with the participants. Each interview yielded extracts representing units of meaning pertinent to the research focus. These extracts underwent coding, where significant themes or ideas were identified and labeled with specific codes derived from the data. The subsequent phase involved interpreting the coded data, where I delved into the identified themes and analyzed the underlying meanings derived from the extracts.

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## *4. Findings*

From the analysis of the responses from the participants for the present study, a number of four main themes emerged. These themes involve the diverse perspectives and experiences shared by UG language department English students in the UG language department, highlighting issues related to learning aspects of native pronunciation in their educational contexts.

#### 4.1 *Negative reactions in the classroom when committing pronunciation errors and mistakes*

“Limited pronunciation skills will make learners lose their self-confidence and result in negative influence for learners to estimate their credibility and abilities” (Morley, 1998 as cited in Zhang, 2009: 35). In this sense, when asked about having a concern or fear of imitating native pronunciation, Valeria and Isa (beginner English students) commented the following:

“I am fearful (to attempt native pronunciation) because if I say something wrong, I do not like that other people, by inertia laugh at me, or that they can see and notice that I am not pronouncing correctly.” (Valeria 0203, Q9)

“(My concern) is that someone looks at me like implying ‘What are saying?’ because I do not pronounce (English language) as them.” (Isa 0102, Q9)

Their insights entail a feeling of demotivation and fright among students regarding the practice of pronunciation because of the responses and reactions from people in the classroom whenever they do not sound native-like or when they make errors or mistakes leading them to think they must avoid committing them during their language learning process if they want to be understood in L2.

According to Rajadurai (2006), regardless of the student’s intention to recognize the cultural significance of their accents and identity, learners seem aspirational to achieve native-like pronunciation conditioned by a sense of insecurity and self-doubt of their L2 abilities and how they acquired them during their learning process. In this respect, Dan and Lucy responded the following about being concerned about attempting native pronunciation.

“(Native pronunciation) is not something I consider it concerning. However, depending on the context or the people you are with, you can sometimes feel nervous or insecure about your English-speaking skills. For example, when you do not have a one hundred percent *proper* pronunciation.” (Dan 0304, Q9)

Dan (upper-intermediate English student) entails that according to the environment in which is, she might experience negative reactions to attempting native pronunciation as it could make evident her lack of corresponding native-like speaking elements. Although she is generally unbothered by the task, she seems to associate *proper* pronunciation with native pronunciation.

“I am not fearful to attempt English native pronunciation. In the way I see it, it is like a goal to achieve because it is not like I have to pretend that I am from *there*, but rather a way to sound much more professional, with more diction, and that is really how one gets to domain the language.” (Lucy 0405, Q9)

In this regard, the perception that Lucy (intermediate English student) has about having native pronunciation is that, as a student, it is important to practice the skill often to improve overall L2 performance. She is unafraid to try since, for her, the goal is not to pretend to be or become a native speaker but rather to enhance her pronunciation and comprehension skills in the target language.

#### 4.2 *The complexity of native pronunciation*

According to Lund (2003), the process of listening, incorporating, and producing new sounds (pronunciation overall) is one of the most complex features of the language, as it requires the synchronous activity of cognitive and physiological systems to restructure and adapt the prior articulatory process to a new one.

When the participants were asked about specific words or sounds, they found challenging to pronounce as a native speaker, Isa explained:

“I think most words in English are difficult for me to pronounce (correctly) as the ones who know (the language) no matter how hard I try, even when they keep telling me ‘Roll your tongue’ like this.” (Isa, 0102, Q5)

The student highlights her inability to pronounce words as the people “who knows”, relating native pronunciation to proficient pronunciation. Even with instructions, it is difficult for her to understand how to stress sound to talk as a native speaker highlights her inability to pronounce words as the people “who knows,” relating native pronunciation to proficient pronunciation. In this regard, Derwing and Munro (2009) entail that achieving native-like pronunciation in a foreign language is highly challenging for the majority of learners, particularly in non-native settings with limited exposure to natural language use and scarce opportunities for interaction with native speakers.

In this regard, Lucy adds:

“There are certain words that are complicated for me to say, well, I mean to pronounce because of nervousness.” (Lucy 0405, Q5)

The participant embraces the complexity involved in some features of English pronunciation. However, she attributes this perception to being nervous when practicing such a skill. “When anxious, some learners experience a kind of blockage that prevents them from retrieving pronunciation rules and realizing them in speech output, even for words they can typically pronounce without difficulty.” (Gkonou, 2018: 65).

#### *4.3 The importance of having a native-like pronunciation*

According to Bergmann et al. (2016), for many second language learners, achieving native-like pronunciation is a primary objective, and is frequently seen as a crucial indicator of proficiency. When participants were then asked how important they consider having a native-like pronunciation in their second language learning process.

Dan explained:

“I do not think that having a perfect pronunciation is fundamental to domain this language or another, because there are other features that have more importance, but it might help you to develop confidence when speaking (in the target language).” (Dan 0304, Q7)

The participant acknowledges that being able to speak English like a native person might make you feel more confident, but it will not be the aspect by which one will obtain language proficiency.

“I think it has a lot of importance because if you learn (the target language) from zero, I think you understand better the topic you are treating (in your language learning process).” (Valeria 0203, Q2)

Valeria seems to be associating native pronunciation with second language proficiency because such skills seem to be helpful once the topic becomes more complicated. Gelvanovsky (2002, as cited in Zhang, 2009) acknowledges pronunciation as a potential indicator of an individual's place of origin and cultural background. Pronunciation, according to Gelvanovsky, can be perceived as a main distinguishing factor in discerning whether a person is a non-native speaker. In addition, Gelvanovsky states that there are social values placed over native pronunciation entailing characteristics such as intelligence, competence, and confidence leading to privilege. The latter suggests that native pronunciation skill development might be important for students because of the social recognition and advantages that are implied.

“Maybe, or maybe not. I mean, I think it is up to each person.” (Isa 0102, Q6).

In this sense, the student considers that native pronunciation relevance relies on each individual's personal goals, learning pace, skills, and interest in the target language.

#### *4.4 The approach to which teachers aim the student's improvement of their pronunciation*

Mere error correction on pronunciation is not enough for the enhancement of the learner's interlanguage. Instead, feedback errors should be prioritized. Constructive feedback enhances improvement in the student's target language performance than judgmental feedback, as its purpose is to foster confidence and facilitate the overall development of L2 proficiency (Celce-Murcia et al., 2010). In this sense, Isa and Lucy referred to how they would like to receive feedback regarding their practice of native pronunciation.

When asked about correction, Isa elaborated:

"Being in constant communication with people that know (the target language) and not being judged (when making errors or mistakes) might help me to improve." (Isa 0102, Q10)

The student aims for guidance and support instead of judgment from her teachers to improve her pronunciation and overall performance in the L2.

Lucy, on the other hand, states:

"The fact that people that speak my same language are the ones that teach me English makes me feel surer about myself when I have to ask about any doubts that I have in the same that if you are mistaken, you have the facility for them to correct you." (Lucy 0405, Q1)

She feels more confident when being corrected by people or teachers who are not native speakers as they might understand the struggle and difficulty behind developing the skill of (native) pronunciation of an L2.

## 5. Conclusion

In this paper, I explored *the perspectives of the UG English language students regarding the challenges they face in learning native pronunciation*. The frame of reference that UG language students have about the issues of learning native pronunciation in a non-native context. In this sense, I aimed to determine the extent to which this learning aspect might be subject to native standards, thus affecting the confidence of the student to learn and perform the target language. *The study involved four female students: two beginners, one intermediate, and one upper intermediate*. The participants of this study were four female students from different English-level backgrounds, comprising two beginners, one intermediate, and one upper-intermediate.

Furthermore, to address the research question, I conducted semi-structured interviews with open questions to understand EFL students' struggles with achieving native-like pronunciation. Most participants mentioned fear, nervousness, and insecurity due to negative reactions from classmates and teachers when making mistakes. They found native pronunciation challenging due to differences in sound and diction with their L1. Half of the participants valued native pronunciation as essential for praise, job opportunities, and language mastery, while the other half considered it less important or dependent on personal goals. All participants acknowledged the need for pronunciation correction but preferred constructive, nonjudgmental feedback to encourage improvement.



Furthermore, to respond to the research question, I conducted a semi-structured interview with open questions to gather the insights of the participants in order to understand the struggles and challenges implied for EFL students to achieve native-like pronunciation. In this sense, the majority of the participants mentioned experiencing fear, nervousness, and insecurity when performing their pronunciation skills as a consequence of committing an error or a mistake when attempting native-like pronunciation since the latter has led to negative reactions from classmates and teachers. In addition, all of the participants consider that native pronunciation is a complex task to perform because of the differences in sound and diction with their L1. Meanwhile, half of the participants value the native-pronunciation skill as an essential and relevant part of the L2 learning process since they associate it with receiving praise inside and outside the classroom, better job opportunities, and the domain of the target language. However, the remaining half of the participants consider that native-pronunciation skill development is less important than other language-learning skills or that it depends on each student's personal goals, needs, and interests in the language. Finally, the four participants acknowledge that correction is needed in their pronunciation and overall learning process. However, the approach they would appreciate receiving guidance to improve their L2 native and non-native enhancement of performance is through constructive and nonjudgmental feedback that incentivizes constant effort to improve.

There were a few limitations that are worth addressing. First, the small number of participants may have limited the findings on native pronunciation issues. Interviewing more students could have provided more extensive insights. Second, the participants' English levels only covered three of the six CEFR (The Common European Framework of Reference) levels. Including students from all levels could have offered a broader range of perspectives on the impact of native pronunciation issues across different L2 learning stages. Third, all participants were female, which, although not significantly affecting the findings, might have produced different outcomes if more male participants had been included. Lastly, I recommend further research on discrimination and racism towards non-native pronunciation. This study focused on the perspectives of a narrow group of non-native students, whose views on "appropriate" pronunciation were not merely about effective communication but about adopting native-like standards to avoid social and cultural rejection and to gain the advantages that native pronunciation provides. There were a few limitations that are worth addressing. First, the number of participants involved in the research was narrow, perhaps the findings could have been further extensive and revealing of the issues regarding native pronunciation if more students were interviewed. Second, the English level of the participants corresponded to three of the six CEFRs (The Common European Framework of Reference) English language levels. Thus, in order to obtain a wider variety of perspectives to compare the impact perceived by more participants, students from all levels could have been part of the research to represent a more valuable resource to determine if issues with native pronunciation might be related to a specific L2 learning stage. Third, the gender of all the students is female and, although this factor did not represent a significant concern in any of the findings, such outcomes could have been different if more male participants were added to the research.

Lastly, as further research recommendations, I suggest the exploration of discrimination and racism towards non-native pronunciation as this study is specifically concerned with the perspectives of learning pronunciation skills from a narrow group of non-native context students, and most of their insights and reflections on "appropriate" pronunciation are linked not on mere effective comprehension and production of the target language, but on adopting native-like standards in pronunciation to favor of the plenty advantages that native pronunciation provides them to avoid social and cultural rejection.

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## Appendix

- Appendix A: Instrument:

### **Interview questions on ‘EFL learner’s perspectives about learning native pronunciation in Guanajuato’**

1. ¿Cómo te hace sentir el aprender pronunciación en inglés de parte de hablantes nativos del idioma?
  2. ¿Cuáles crees que son las ventajas de aprender pronunciación nativa desde un principio?
  3. ¿Consideras que la pronunciación nativa es desafiante? Y de ser así, ¿por qué?
  4. ¿Has notado alguna diferencia entre la manera en que los hablantes nativos pronuncian las palabras y la forma en que tú aprendiste en tus clases de inglés?
  5. ¿Hay algún sonido o alguna palabra en inglés que encuentras particularmente difícil de pronunciar como un hablante del idioma nativo?
  6. ¿Crees que aprender a pronunciar como un hablante nativo te ayudará a mejorar todas tus habilidades en el idioma?
  7. ¿Qué tan importante consideras el sonar como un hablante nativo del inglés en tu proceso de aprendizaje del idioma?
  8. ¿Has tenido alguna experiencia negativa o positiva que involucre pronunciación nativa?
  9. ¿Tienes alguna preocupación o miedo de intentar imitar la pronunciación nativa de este idioma?
- ¿Qué recursos o métodos consideras que te serían de ayuda para mejorar tu pronunciación nativa en inglés?

- Appendix B: Consent Form

### **CONSENTIMIENTO INFORMADO**

Estoy consciente de que la privacidad y confidencialidad son altamente importantes. Esta investigación puede extenderse más allá de la recolección de la información y no solo para completar el proyecto de investigación, sino que también podría ser publicada en artículos, y/o presentada en congresos y/o foros académicos; por lo tanto, es altamente confidencial protegiendo la identidad de los participantes.

He sido informado que la información antes descrita y recolectada es confidencial y será usada única y exclusivamente para fines de investigación.

Yo, \_\_\_\_\_ doy mi consentimiento a \_\_\_\_\_ para usar la información recolectada con el propósito de completar un proyecto de investigación para la materia de Metodología de la Investigación, como parte de la licenciatura de Enseñanza del Inglés en la Universidad de Guanajuato.

Marcar con una X la opción deseada:

[        ] Doy mi consentimiento para participar y permitir a \_\_\_\_\_, obtener, administrar, resguardar y trabajar con la información que yo pueda proporcionarle. Estoy informado que la participación es voluntaria y podré retirarme del proyecto sin consecuencias.

[    ] No doy mi consentimiento para participar en el proyecto.

Nombre: \_\_\_\_\_

Firma: \_\_\_\_\_

Fecha: \_\_\_\_\_

Correo electrónico: \_\_\_\_\_

### Data coding

Research Technique	Raw Data Extracts Unit of meaning	Code from Data	Interpretation	Data identifi catory
<u>Interview</u>	<u>(Hablar inglés como nativo) en mi perspectiva te abre como que las puertas a campos laborales amplios</u>	<u>Better job opportunities</u>	<u>The student thinks that being able to speak like a native speaker might be more attractive for employers (from different and varied job offers) that ask for English speakers as a skill that people who know it but lack native sound patterns.</u>	<u>Isa0102</u>  <u>(Questi on 3)</u>
	<u>Considero que a la hora de estar ya en un ambiente laboral el hecho de que sepas inglés desde temprana edad te abre muchas puertas ya que vas este... mejorando y vas conociendo nuevas cosas en el idioma por ejemplo en el área de negocios</u>	<u>Better job opportunities</u>	<u>The student considers that having a native pronunciation from an early age appeals to wider and thus, better job opportunities. It might mean for her that having a native pronunciation improves your overall L2 performance and, therefore, your knowledge in business and other employment contexts.</u>	<u>Lucy04 05</u>  <u>(Questi on 2)</u>

	<u>Que (alguien) me este como corrigiendo o que se me quede viendo como de “¿Qué estás diciendo?” porque no lo dice, no lo digo como esa persona entonces si como que existe como cierto miedo</u>	<u>Fear</u>	<u>The student is afraid of the response from the teacher or someone that knows the language which may cause a demotivation on her performance to pronounce words as natives.</u>	<u>Isa 0102 (Question 9)</u>
	<u>Me da miedo porque si lo pronuncio bien o digo algo mal eh... no me gusta o siento feo que las demás personas por inercia se rían o vean que, pues no lo estoy pronunciando bien o algo así</u>	<u>Fear</u>	<u>The student feels intimidated by the possible negative responses towards any mistake in her pronunciation, making her think that she must avoid errors during her language learning process.</u>	<u>Valeria 0203 (Question 9)</u>
	<u>Pues creo que la mayoría (de las palabras) para mí sí son como difíciles de pronunciarlas a como las pronuncian las demás personas, <b>bueno sobre todo las que saben</b>, entonces por más que yo trate de hacerlo igual que ellos porque lo he intentado, como que te dicen, bueno a mí me han dicho que</u>	<u>Complexity</u>	<u>The student has the perception that most words in English language are complicated to pronounce like a native speaker, even when teachers or ‘people who knows’ explain to her how to do it.</u>	<u>Isa 0102 (Question 5)</u>

	<u>“no, es que haz la lengua como así” o cosas así, ¿sabes?</u>			
	<u>Pues sí, o sea, como que reducen muchas palabras y son cosas como que, pues obviamente en las clases no te las enseñan tal cual, no te enseñan tal cual como debes de decirlo y realmente no se habla así, se habla o muy ‘mocho’ o muy corto entonces pues no. Sí de repente a veces es más difícil así.</u>	<u>Complexity</u>	<u>The student considers that pronunciation is not taught very accurately (in terms of authentic usage of the language) in comparison to native speakers' pronunciation and ultimately, this causes for her to be complicated to know what the correct form is of saying things.</u>	<u>Valeria 0203 (Question 5)</u>
	<u>Sí hay ciertas palabras que se me dificulta hablar, bueno más bien pronunciar este por nervios,</u>	<u>Complexity</u>	<u>The student believes that some words are difficult to pronounce but mainly because of a feeling of nervousness when trying to sound like a native speaker.</u>	<u>Lucy04 05 (Question 5)</u>
	<u>Si no lo pronuncias (el inglés) tal... bueno no tal cual, pero si no lo pronuncias bien creo que puedes dar a entender otras cosas entonces pues ya ahí no... ahí la persona que te está escuchando pues si se saldría de</u>	<u>Be understandable</u>	<u>The student thinks that it is important to have a 'good pronunciation' in order to make yourself comprehensible in what you aim to express or communicate. Otherwise, because of the sounds you might be misleading the comprehension purpose.</u>	<u>Valeria 0203 (Question 3)</u>

	<u>todo el contexto, ¿no</u>			
	<u>Pues, siento que el estar en constante comunicación con personas que realmente sepan y que no sean, este... O sea, que no me juzguen pues ¿sabes? O sea, como que antes me ayuden a fortalecer... (conocimientos, habilidades, etc)</u>	<u>Feedback or correction</u>	<u>The student aims for guidance and support instead of judgement from her teachers to improve her pronunciation and thus, overall performance the L2</u>	<u>Isa0102</u> <u>(Question 10)</u>
	<u>Una vez vinieron unos familiares de Estados Unidos entonces traté como de hacer una pequeña oración o tratar como de empezar a hablarlo con ellos y si hubo una experiencia positiva porque me dijeron que lo estaba diciendo bien y que sí les dije lo que quería transmitir o preguntar entonces sí fue una... experiencia positiva.</u>	<u>Feedback or correction</u>	<u>The student seems to feel motivated and encouraged to keep learning the target language and practice her pronunciation when being praised by native speakers for her attempts and for being understood for what she wanted to express.</u>	<u>Valeria 0203</u> <u>(Question 8)</u>
	<u>Pues el propósito justamente es aprender y no pasa nada si te equivocas</u>	<u>Feedback and correction</u>	<u>The student considers that feedback and correction are both important aspects within the L2 learning process. Therefore, she views these practices as positive experiences</u>	<u>Dan0304</u> <u>(Question 5)</u>

	<u>porque pues lo corriges y ya está.</u>		<u>because they help her to improve in her performance, which is the reason why she at the classroom.</u>	
	<u>El que otras personas me enseñen inglés que hablan mí misma lengua me hace sentir un poco más segura a la hora de preguntar cualquier duda que tenga del idioma en el sentido de que si te equivocas pues tienes la... la facilidad de que te corrijan.</u>	<u>Feedback and correction</u>	<u>The student feels more confident when being corrected by people or teachers who are not native speakers as they might understand the struggle and difficulty behind developing the skill of (native) pronunciation of an L2.</u>	<u>Lucy0405</u> <u>(Question 1)</u>
	<u>Puede ser que sí y puede ser que no. O sea, como que ya depende de cada quien.</u>	<u>Importance of native pronunciation</u>	<u>The student thinks that native pronunciation relevance relies on each individual's goals, learning pace, skills, and interest with the target language</u>	<u>Isa0102</u> <u>(Question 6)</u>
	<u>Creo que eso tiene mucha importancia porque pues... si lo aprendes desde cero creo que vas entendiendo mejor los temas que vas viendo</u>	<u>Importance of native pronunciation</u>	<u>The student seems to be associating native pronunciation with second language proficiency, because such skills seem to be helpful once the topic becomes more complicated.</u>	<u>Valeria0203</u> <u>(Question 2)</u>
	<u>Yo... no considero que una pronunciación perfecta sea fundamental para manejar este o un idioma nuevo, y existen más características que llegan a tener mayor importancia...</u>	<u>Importance of native pronunciation</u>	<u>The student acknowledges that being able to speak English like a native person might make her feel more confident to practice speaking skills. However, she considers that it is not the most important factor when learning this or any other language as there are other equally or more aspects a learner needs to focus on to acquire proficiency.</u>	<u>Dan0304</u> <u>(Question 7)</u>



	<u>pero, sí te puede ayudar a mejorar tu seguridad al hablarlo.</u>			
	<u>Obviamente considero muy importante pronunciar el idioma inglés, pero en cuanto a la pregunta anterior este no creo que sea imposible este... así como... eh, puedes ir a otro estado y se te pega un acento... eh... igual cuando puedes visitar países donde hablan el idioma inglés puedes este... adquirir el mismo acento, por ejemplo, la misma dicción que ellos porque pues de una forma continua si estás allá.</u>	<u>Importance of native pronunciation</u>	<u>Students consider learning native pronunciation as relevant and crucial in L2 proficiency. However, she thinks that having an accent and being able to pronounce like a native speaker is related. Thus, native pronunciation can be acquired from exposure.</u>	<u>Lucy 0405 (Question 7)</u>

